




Student's Name _____

 <p>Iowa Alternate Assessment 2013-2014 Math Rating Scale Grades 3 - 5</p>		Check the Box if Full Physical or Full Verbal Prompts were used (the student was given the answer)	Student Performance in Percent Accurate (0-100%)
Standard 1: Students can understand and apply a variety of math concepts			
1.1	Interprets numerical answers on a calculator or computer display	<input type="checkbox"/>	_____
1.2	Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify symbols, shapes, or numbers	<input type="checkbox"/>	_____
1.3	Matches items with similar attributes	<input type="checkbox"/>	_____
1.4	Identifies odd numbers	<input type="checkbox"/>	_____
1.5	Identifies or names multiples of 10 through 100	<input type="checkbox"/>	_____
1.6	Identifies or finds number that is between two others (for example, 3, ____, 5)	<input type="checkbox"/>	_____
1.7	Uses multiples of 2 to solve a problem	<input type="checkbox"/>	_____
1.8	Divide an object or set into 1/4ths	<input type="checkbox"/>	_____
1.9	Applies concept of less than in real-life situations (for example, which team lost the game?)	<input type="checkbox"/>	_____
1.10	Identifies or describes objects or sets by size (larger/smaller)	<input type="checkbox"/>	_____
1.11	Solves an addition or subtraction story problem of whole numbers using objects, pictures, and/or symbols	<input type="checkbox"/>	_____


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Standard 1: Students can understand and apply a variety of math concepts			
1.12	Solves a multiplication or division story problem of whole numbers using objects, pictures, and/or symbols	<input type="checkbox"/>	_____
1.13	Sorts and classifies objects by shape and color	<input type="checkbox"/>	_____
1.14	Recognizes equivalents using numbers and objects (i.e., 5 = ____ objects)	<input type="checkbox"/>	_____
1.15	Identifies 1/2s	<input type="checkbox"/>	_____
1.16	Identifies time using "today"	<input type="checkbox"/>	_____
1.17	Identifies time using "yesterday"	<input type="checkbox"/>	_____
1.18	Identifies time to the hour on an analog clock	<input type="checkbox"/>	_____
1.19	Identifies time to the hour on a digital clock	<input type="checkbox"/>	_____
1.20	Identifies "penny"	<input type="checkbox"/>	_____
1.21	Identifies "dime"	<input type="checkbox"/>	_____
1.22	Identifies that the value of a quarter is twenty-five cents	<input type="checkbox"/>	_____


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Standard 2: Students can understand and apply methods of estimation			
2.23	Identifies 1 of 2 items as "nearer" or "closer"	<input type="checkbox"/>	_____
2.24	Estimates quantities through 20	<input type="checkbox"/>	_____
2.25	Rounds up or down through 50	<input type="checkbox"/>	_____
2.26	Estimates length to nearest unit of measure	<input type="checkbox"/>	_____
2.27	Identifies numerals 0-5	<input type="checkbox"/>	_____
2.28	Identifies numerals 40-50	<input type="checkbox"/>	_____
2.29	Identifies numerals 50-100	<input type="checkbox"/>	_____
2.30	Identifies or labels orders of first, second, and third	<input type="checkbox"/>	_____
2.31	Identifies or labels orders of fifth, sixth, and seventh	<input type="checkbox"/>	_____
2.32	When provided with costs like "\$1.75", the student identifies that the next dollar is "\$2.00"	<input type="checkbox"/>	_____

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Standard 3: Students can solve a variety of math problems			
3.33	Demonstrates 1 to 1 correspondence between objects	<input type="checkbox"/>	_____
3.34	Counts up to 3 objects	<input type="checkbox"/>	_____
3.35	Identifies, labels, or matches mathematical symbols of +, -, x, and ÷	<input type="checkbox"/>	_____
3.36	Builds and extends patterns	<input type="checkbox"/>	_____
3.37	Counts sets of dimes to \$.50	<input type="checkbox"/>	_____
3.38	Counts sets of quarters to \$1.00	<input type="checkbox"/>	_____
3.39	Rounds numbers up to the next "10" through 50	<input type="checkbox"/>	_____
3.40	Uses number lines to solve problems	<input type="checkbox"/>	_____
Standard 4: Students can interpret data presented in a variety of ways			
4.41	Identifies or answers questions about "most" summarized in a table	<input type="checkbox"/>	_____
4.42	Identifies or answers questions about "least" summarized in a table	<input type="checkbox"/>	_____

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Standard 4: Students can interpret data presented in a variety of ways			
4.43	Identifies or labels bars in bar graphs as “longest” and “shortest”	<input type="checkbox"/>	_____
4.44	Identifies or answers questions about “most” presented in a graph	<input type="checkbox"/>	_____
4.45	Identifies or answers questions about “least” presented in a graph	<input type="checkbox"/>	_____